About the Contributors

Leonard Shedletsky is Professor of Communication at The University of Southern Maine. He is the author of Meaning and Mind: An Intrapersonal Approach to Human Communication (1989), Human Communication on the Internet (2004, with Joan Aitken), co-editor of Intrapersonal Communication Processes (1995), as well as numerous articles and chapters. He wrote the entry, “Cognition,” for the International Encyclopedia of Communication, 2008. He has been teaching since 1974. He teaches a range of courses in communication with cognition, discourse and meaning as underlying themes. He developed and taught the course “Intergenerational Communication and the Internet,” in which college students mentored older adults in Internet use. He was named The Russell Chair, 2009 – 2011 in Philosophy and Education for a two-year period. The distinction carries the responsibility of presenting one or more public lectures on issues in education and/or philosophy during each of the two years. He was awarded recognition for STELLAR scholarship and teaching, University of Southern Maine (USM) 2003 and 2007. He has received a Center for Technology-Enhanced Learning Development Grant at USM (2007) to develop the course, Research Methods, for online delivery. In 2009 he received an Alfred P. Sloan Foundation grant to expand the online capacity for his department to deliver the major in communication and media studies. His resume is available at: http://www.usm.maine.edu/com/resume.html. His current research interest explores discussion online versus in the classroom. He is trying to find out what facilitates active and high quality discussion in education.

Joan E. Aitken is Professor of Communication and Leadership, at Park University. Previously, she taught at the University of Missouri-Kansas City, University of Louisiana-Lafayette, and University of Arkansas-Fayetteville. Aitken’s main lines of research have been in Internet communication and communication education. She has completed 40 graduate hours as an online student and taught online courses for three universities. During her career, Aitken obtained $3.5 million in competitive grant funding, including $1.5 million as the primary grant writer, and others as a collaborative team member. She has taught internationally in Jamaica and the People’s Republic of China. A former editor of the National Communication Association’s Communication Teacher, Aitken has published several books and more than 50 articles and book chapters. She has co-authored or co-edited three books with her close colleague and friend, Leonard J. Shedletsky. Aitken’s most recent book was coauthored with Roy M. Berko and Andrew D. Wolvin, is entitled ICOMM: Interpersonal Concepts and Competencies, and published by Rowman & Littlefield.

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Maureen L. Atkinson has a background in History, Interdisciplinary Studies, and Media Studies. She currently is a researcher on a federally funded project examining technologically mediated literacies at the University of Northern British Columbia. Her research interests include identity, historical representations, and technological change in rural northern British Columbia. She has a co-authored chapter in the Proceedings of the World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2009, and another chapter in press in an edited book by Sarah Carter and Patricia McCormack.

Simon Atkinson is a social scientist, educational developer and strategist with specialist interests in educational technologies. His research interests focus on tertiary educations strategic response to technology driven social change, the impact of technology-enabled communication on cultural interactions and the values of academe. Current work is developing reusable learning designs to maximize engagement with digitally rich resources (DiAL-e Framework - http://www.dia-e.net ). He has held a number of senior roles in higher education based e-learning as Strategic e-Learning Advisor, College of Education, Massey University, New Zealand (2008-), Acting Director of the Learning & Teaching Support Unit, Head of Centre for Learning Development and Head of eLearning, at the University of Hull, United Kingdom (2003-2008). He was project officer for the UK Open University’s Academic Professional Development Programme at the Institute of Educational Technology (2001-2003). Simon was a European TEMPUS visiting expert for the Croatian National e-Learning Project – EQIBELT from 2005-2008. He presents on the web and in person on issues of foresight, planning and creative communications in higher education.

Kristy Beers Fägersten received her PhD in Linguistics from the University of Florida in 2000. She is currently an Assistant Professor at the School of Arts and Media at Dalarna University (Sweden), where she teaches courses in Applied Linguistics for the Master's Degree in English Linguistics. Kristy's research interests include sociolinguistic analyses of swearing (with particular focus on gender, race and native-speaker status), discourse analyses of media appropriation and intertextual quotation, conversation analyses of synchronous, online communication, and pragmatic analyses of multimodal, online communication. She is currently concluding a research project funded by Sweden's Knowledge Foundation (KK-Stiftelsen) on the language of the Need for Speed racing video game series.

Laura W. Black (Ph.D., University of Washington) is an assistant professor in the School of Communication Studies at Ohio University. She studies public deliberation, dialogue, and conflict in small groups. Much of her work investigates the use of personal storytelling in public forums and she is particularly interested in online citizen discussions. Her research has examined how members of online deliberative groups tell personal stories to help them manage conflicts, make arguments, and build community. Her work has appeared in Communication Theory, Human Communication Research, International Journal of Public Participation, Journal of Public Deliberation, Small Group Research, Political Communication, and several edited books.

Willow I. Brown is an Assistant Professor in the School of Education at the University of Northern British Columbia, where she coordinates a graduate program in educational leadership. Drawing on her years as a teacher leader, her academic work focuses on professional inquiry, learning community development, and instructional leadership, with recent publications in Young Children, Networks Online
Journal of Teacher Research, and Pacific Rim Studies. Her work in developing pedagogy for multimodal literacies, with Judith Lapadat and supported by the Social Sciences and Humanities Research Council of Canada, is showcased in a new online space for teacher collaboration, the Learners’ Platform Network.

Kevin Burden is an education specialist with a background in history, education and technology. His research investigates how technology impacts on learning with specific reference to the use of technologies for professional learning and professional development. He is interested in the emergence of new media forms and social networking and how they can be incorporated into teaching and learning. He is currently focused on work around the framework outlined in this chapter (DiAL-e) which he has developed with his colleague and co-author, Simon Atkinson. Kevin has worked in a variety of different educational settings including schools and the university sector where he is currently responsible for post-graduate professional development (PPD) at The University of Hull. He works with teachers and other educators from across the region to explore their own professional learning through action research and other related methodologies. He is the programme director for the Advanced Certificate in Sustained Professional Development, a Teacher Development Agency (TDA) programme based in the work-place.

Jennifer J. Bute (Ph.D., University of Illinois at Urbana-Champaign) is an assistant professor in the School of Communication Studies at Ohio University. She studies communication about health in personal relationships and is particularly interested in issues related to privacy/disclosure, social support, and gender. Her recent projects include an analysis of women's communication about fertility-related norms and privacy management for women coping with infertility. Her worked has appeared in Health Communication, Human Communication Research, Communication Teacher, Qualitative Health Research, and Social Science and Medicine.

Jan Chovanec is assistant professor in the Department of English and American Studies at the Faculty of Arts, Masaryk University in Brno, Czech Republic, where he completed his doctoral thesis (2001) on the interpersonal aspects of news in English. His field is sociolinguistics and discourse analysis, mainly in the area of media discourse and legal language. He has published in linguistic journals (e.g. Discourse & Communication) and volumes (e.g. The Linguistics of Football; Language and the Law: International Outlooks; Current Directions in Political Discourse Analysis: Methodological and Critical Perspectives). His research interests include the interactive nature of discourse in media contexts, the representation of social actors, and word play. He has recently focused on the language of live text commentary. He is the editor-in-chief of the journal Brno Studies in English.

Scott C. D'Urso (Ph.D., University of Texas at Austin, 2004) is an Assistant Professor of Communication Studies at Marquette University, where he teaches courses focused on organizational and corporate communication and new communication technology. His primary research interests include organizational use of communication technologies such as e-mail, instant messaging and chat. He has published manuscripts on privacy and surveillance in the workplace, new communication technology usage, communication channel selection, crisis communication and stakeholder issues. He is currently working on several projects including digital divides in organizations, and the role of online identity creation and privacy concerns with social networking websites. Prior to a career in academia, Scott
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worked for several years as a multimedia specialist/manager of a multimedia production department for a government defense contractor in the Southwest.

**Jolane Flanigan** is a Ph.D. candidate in Communication and graduate student in Women, Gender, Sexuality Studies at The University of Massachusetts Amherst. Her research explores the ways people make gender meaningful in different contexts, through different channels of communication. Her current research on the construction of gender in an alternative living community combines an intersectional approach to gender with ethnography of communication theory and methods to examine the ways a localized gender ideology shapes communication practices, the manner in which members relate to one another, and understandings of the body and the environment. She has taught courses in interpersonal and cultural communication and currently teaches within the Women, Gender, Sexuality Program.

At the time of writing, **Anna Filipi** was a Senior Research Fellow at the Australian Council for Educational Research and Project Director for the Assessment of Language Competence certificates. Her research interests include the application of the findings and methods of Conversation Analysis to the study of language acquisition (both First and Second) and spatial language as well as her more recent interest in online interactions in a work setting. She is also interested in bilingualism and teacher education. She is currently living in Switzerland where she continues to work as a Consultant for ACER.

**Tamar Ginossar** received Ph.D. in health communication from the University of New Mexico, where she is now Research Assistant Professor. Her expertise and primary research interests are health communication in intercultural settings and communication technologies. In particular, her research focuses on (a) understanding processes of individuals’ and communities’ health information seeking and use of new communication technologies for health promotion, empowerment, and advocacy, and (b) creating culturally-appropriate community-based interventions to reduce health disparities. She published articles in different journals including Applied Communication, Communication-Education, Health Care for Women International, Health Communication, the Journal of Computer Mediated Communication, and in book chapters.

**Kathy Guthrie**, Ph.D. is an Assistant Professor in Educational Leadership and Policy Studies at Florida State University. In this position she coordinates the Undergraduate Certificate in Leadership Studies and teaches in the Higher Education Program. Before joining Florida State University, Dr. Guthrie served as a Clinical Assistant Professor in Experiential and Service-Learning Programs at University of Illinois at Springfield, as well as spending several years as a student affairs administrator. Dr. Guthrie’s interests and areas of expertise focus on development of leadership skills and responsible citizenship in undergraduate students. Her current focus is on learning outcomes in relation to reflective teaching and learning through curricular and co-curricular pedagogies.

**Dale Holt** is Associate Director of the Institute of Teaching and Learning at Deakin University. Dale has focused on teaching staff members’ and students’ experiences of teaching and learning in higher education over his career with a special focus on flexible, online and distance education contexts. He has researched the professional development experiences of participants undertaking postgraduate management studies at a distance, undergraduate students’ learning in various online and work placement settings, and the special case of teaching and learning in wholly online environments. He has had an interest in
leadership and management in higher education, most notably around the design and implementation of e-learning technologies across the organization and the strategic leadership of teaching and learning centers. Dale enjoys collaborative research and evaluation projects with colleagues within Deakin and other universities. He has published in a range of journals related to distance education, educational technology and cooperative education.

**Benjamin Kehrwald** is an e-learning specialist currently with Massey University as Senior Lecturer, Distance and Online Education. He is involved with design, development and postgraduate teaching in e-learning, online learning, blended learning and other uses of technology in the service of education. His research interests include social learning theory, computer mediated communication, social presence and teaching and learning in higher education.

**Judith C. Lapadat**, Northwest Regional Chair for the University of Northern British Columbia and Professor of Education, publishes in both scholarly and literary realms. Her academic work, focused on language, literacy, technology, and qualitative research methods, most recently has been published in Qualitative Inquiry, the International Review of Qualitative Research, the Journal of Distance Education, and the Proceedings of the World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2009. Current interests include autoethnographic writing, and multimodal literacies in electronic environments. The latter has been funded by a three year grant awarded by the Social Sciences and Humanities Research Council of Canada.

**Lynnette G. Leonard's** research and teaching interests include communication and new technology. Active in Second Life (SL) since 2006, she has integrated SL into her communication classes since Spring 2007. She has been integral in the development of the University of Nebraska at Omaha (UNO) School of Communication’s SL campus. She has presented on SL and education to the faculty at UNO, the Omaha Public School District, and the Lincoln Public School district. Along with Lesley Withers (in 2008) and with Withers and John Sherblom (2009), she conducted SL training workshops at the annual National Communication Association conferences. For further information on their SL project, see Leonard, L. G., Withers, L. A., & Sherblom, J. C. (2010, March). The paradox of identity and computer-mediated communication: Promise, peril, and Second Life. In J. Park & E. Abels (Eds.), Interpersonal relations and social patterns in communication technology. Hershey, PA: IGI Global Publishing.

**Laurie K. Lewis** (Ph.D., University of California at Santa Barbara, 1994) is an Associate Professor in Rutgers’ School of Communication and Information. Her areas of expertise include organizational change, stakeholder communication, nonprofit organizations, and interorganizational collaboration. Her research has appeared in a variety of communication and management journals. Prior to her doctorate, she earned her M.A. in Communication from the University of Illinois and her B.A. from the University of Washington. She has held faculty positions at The Pennsylvania State University and The University of Texas at Austin. Dr. Lewis' research has been funded by the Microsoft Foundation, RGK Foundation, and the Veteran's Administration. She has consulted for a number of for-profit, nonprofit and governmental organizations including Habitat for Humanity, USAID, Internal Revenue Service, Austin Presbyterian Theological Seminary, Community Action Network, Frito Lay, Merrill Lynch, and Kraft Foods.
Sophie Lissonnet has a Masters in Information Management and a Masters in Indigenous Studies. She works as an indexer and digital repository officer at the Cunningham Library (Australian Council for Educational Research) in Melbourne. In 2008, she was invited by the ALC team to set up and support the ALC wiki for the purpose of test development.

Kris M. Markman (Ph.D., 2006, The University of Texas at Austin) is an Assistant Professor in the Department of Communication at the University of Memphis. She teaches classes in computer-mediated communication, new media, and broadcasting, and conducts research on people's everyday uses of new communication technologies. She is particularly interested in examining language and social interaction in online groups and communities. A former public radio professional, she is also interested in how the internet is changing the way media content is produced and distributed, particularly by amateurs and fans, and has recently begun studying independent podcasters.

Holly McCracken, M.A., is currently employed as the Director of Online Programming for the College of Liberal Arts and Sciences at the University of Illinois, Springfield where she oversees academic support provision for web-based programs, including student recruitment, outreach, and other capacity-building activities. She has previously taught at both the undergraduate level (in a variety of programs focusing on non-traditional learning, including applied studies, liberal studies, and prior learning assessment) and at the graduate level (in the curricular areas of instructional design, training and performance improvement, and adult and post-secondary education) in both media-based and on-ground learning environments. Additionally, McCracken is a faculty member at Capella University where she teaches web-based undergraduate and graduate courses in the areas of business and technology, and education. Her areas of professional interest include adult and post-secondary education, outreach and program development and administration, and media-based instructional delivery.

Megan Morrissey graduated from the University of North Carolina at Greensboro in 2008 with an MA in Communication Studies. She is currently pursuing her PhD in Communication at the University of Colorado at Boulder. Her research interests include applied communication, critical cultural studies, women and gender studies and communication pedagogy.

Stuart Palmer is a Senior Lecturer in the Institute of Teaching and Learning at Deakin University. He is a chartered professional engineer, having practiced in consulting engineering for a decade before joining the School of Engineering at Deakin University. He lectured in the management of technology for twelve years, working with engineering students studying in on-campus, off-campus, off-shore and online modes. In 1999 he was awarded the Australasian Association for Engineering Education McGraw-Hill New Engineering Educator Award. His research interests include frequency domain image analysis and the effective use of digital/online technologies in teaching and learning. More recently, he has joined the Deakin University Institute of Teaching and Learning where he contributes to institutional research and academic professional development.

Terri Toles Patkin is Professor of Communication at Eastern Connecticut State University in Willimantic, Connecticut. Her research focuses on the boundary between interpersonal and mass communication, changes in social interaction following the introduction of new technologies, and the sociology of popular culture.
Laura D. Russell (M.A., University of Dayton) is a doctoral student in the School of Communication Studies at Ohio University. Her work draws from both organizational and health communication perspectives to examine issues concerning wellness and recovery. Her research includes studies of online social support dynamics, particularly those taking shape on Workaholics Anonymous and pro-anorexia websites.

Roy Schwartzman (Ph.D., University of Iowa) is a Professor of Communication Studies at the University of North Carolina at Greensboro. His research interests include computer-mediated communication, online teaching and learning, rhetoric of science and technology, figurative language, and Holocaust studies. He is founding co-editor of the Journal of Applied Learning in Higher Education and serves on the editorial review boards of several IT journals, including Informing Science Journal and the Journal of Information Technology Education. His research is published in many journals and anthologies, including Communication Education, College Student Journal, the Journal of Communication and Media Research, and the Journal of Instructional Psychology. He is the author of Fundamentals of Oral Communication (Kendall/Hunt).

Craig R. Scott (Ph.D., Arizona State University, 1994) is an Associate Professor of Communication and Director of the Ph.D. program in the Rutgers School of Communication & Information. His research examines communication technology use, identification, and anonymous communication in the workplace. His work related to communication technology use by organizational members has been published in Communication Monographs, Communication Research, Management Communication Quarterly, Journal of Computer-Mediated Communication, IEEE Transactions on Professional Communication, Western Journal of Communication, Communication Quarterly, Small Group Research and several current and forthcoming book chapters. He has been on the top paper panel at international, national, and regional conferences 13 different times. He currently serves on the editorial boards for Human Communication Research, Communication Monographs, and Management Communication Quarterly.

John C. Sherblom teaches undergraduate and graduate courses in communication and technology, persuasion, organizational communication, and research methods at the University of Maine. He currently teaches a course in Second Life (SL). His research interests focus on issues of identity, presence, social support, and group decision making processes in SL. He has published numerous research articles and book chapters, and is the author of a textbook on Small Group and Team Communication that is in its fifth edition. Along with Lesley Withers and Lynnette Leonard, he conducted a SL training workshop at the 2009 meeting of the National Communication Association. An example of his recent collaborative work is: Sherblom, J. C., Withers, L. A., & Leonard, L. G. (in press). Communication challenges and opportunities for educators using Second Life. In J. Kingsley & C. Wankel (Eds.), Higher education in virtual worlds: Teaching and learning in Second Life. Bingley, UK: Emerald.

Eleni Sideri graduated from Aristotle University of Thessaloniki, department of French Language and Literature where she also completed a Master Degree in Sociolinguistics. Then, she continued her postgraduate studies in Social Anthropology at the School of Oriental and African Studies(SOAS)/University of London where she completed a PhD in Social Anthropology. Her research was focused on the memories and practices of diaspora among the Greek-speaking communities of Georgia (South
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Caucasus). She taught at various departments, such as, SOAS, New York College –Skopje. She is currently teaching at the department of History, Archaeology and Social Anthropology, University of Thessaly. Her academic interests are globalization and diasporas, language and media, new technologies.

Kevin Y. Wang is a Ph.D. candidate in the School of Journalism and Mass Communication at the University of Minnesota-Twin Cities. He received his master’s degree in digital media and bachelors degrees in political science and communications from the University of Washington. Kevin conducts research on the social and political implications of new communication technologies and teaches courses in new media, strategic communication, and globalization. Along with topics in online discussion, he has authored papers and articles on Web campaigning, electronic government, and virtual communities.

Lesley A. Withers publishes research on computer-mediated social support and presents at academic conferences on teaching and communication in Second Life (SL). She teaches graduate and undergraduate courses in the area of interpersonal communication, nonverbal communication, and research methods at Central Michigan University (CMU). Active in SL since 2006, she has taught multiple courses incorporating SL and engaged in research on the effects of communication apprehension, competence, and social presence on students’ class participation in SL. She was a presenter in 2008 and an invited speaker in 2009 on topics related to education in SL at one of the national Lilly Conferences on College and University Teaching. She serves as chair of the SL learning community at CMU. Along with Lynnette Leonard (in 2008) and with Leonard and John Sherblom (2009), she conducted SL training workshops at the annual meetings of the National Communication Association.